UNIVERSITY OF PANNONIA

MULTILINGUALISM DOCTORAL SCHOOL

CURRICULUM DESIGN

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Person in charge: Dr. Judit Navracsics, head of doctoral school

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1. Curriculum design

One of the goals of establishing the Doctoral School of Linguistics in Multilingualism is to provide space for research that shows multilingualism as a natural process. Hungary also lags behind in terms of multilingualism in Europe. In Recommendation No. R (82) 18 of the Ministerial Committee of the Council of Europe, it called on the governments of the EU member states to

• take the necessary steps to create an effective European information exchange system that deals with all aspects of language learning, language teaching and research;
• ensure, as far as possible, that they become capable of a more comprehensive and deeper understanding of other people's lives and thinking, as well as their cultural heritage;
• support all research and development programs that contribute to the introduction of methods and teaching materials at all levels of education, with the help of which students can acquire a level of communicative competence appropriate to their needs.
The Ministerial Committee emphasized "the present and future political importance of concrete actions such as expanding the range of language options and increasing the intensity of language learning in order to promote pan-European multilingualism", and called attention to the further development of academic relations and exchanges, as well as the new communication and the importance of fully exploiting the opportunities provided by information technologies."
According to the results of the special Eurobarometer 386 study entitled "EUROPEANS AND THEIR LANGUAGES" commissioned by the Council of Europe and published in June 2012, the EU strives to preserve European linguistic diversity, advocates the knowledge of these languages as mother tongues, and encourages all European citizens to learn at least one language in addition to their mother tongue be able to communicate in two other languages on a daily basis in order to ensure European integration. The survey shows that 84% of European citizens agree with these objectives (knowing at least one foreign language). 77% of the respondents consider the development of language education and language skills to be a language policy priority. However, the long-term EU vision that every European citizen should know at least two foreign languages has been implemented in only 8 EU member states so far, and Hungary is unfortunately not among them.
By launching our doctoral program, we want to increase the number of highly qualified professionals in the economy, industry and higher education in Hungary - and also internationally - who understand and know the basics, criteria, methods and effectiveness of operating in multiple languages. In this way, we can make workplace communication more successful and efficient at multinational companies, which can also be the key to economic success.

We welcome applicants to our doctoral school who wish to conduct research on the multilingual person and multilingual communities, as well as language

teachers who wish to contribute to the renewal of language teaching and learning through scientific research, making them more attractive and effective.

In our training, multilingualism appears as a scientific discipline, languages are not narrowed down to language families or specific languages. Research topics can only be conducted in languages that both the doctoral student and his/her supervisor speak. A supervisor without language knowledge can only undertake research if the investigation concerns social multilingualism (e.g. language policy, language rights, language planning).

Our training is characterized by 3 main profiles, applicants can choose from:
• **individual multilingualism**: psycholinguistics of multilingualism (language acquisition, language development, multilingual processing, language loss, language acquisition and age);
• **social multilingualism**: the sociolinguistics of multilingualism (linguistic minorities, identity);
• **instructed multilingualism**: achieving multilingualism in instructed conditions (teaching second, third, etc. languages, the variability of the language learner).

Completion of the selected profile is possible by selecting subjects from the 6 offered modules, the doctoral student and the supervisor are free to choose which subjects the doctoral student takes. The aim is that, a successful doctoral dissertation - containing novelties - should be prepared in accordance with the research topic of the doctoral student, that is based on the theoretical knowledge that best satisfies the research goal.

The training program

In the *"training and research phase"* (Semesters 1 to 4) students are expected to accomplish common courses (4 credits/each) which are *compulsory* for every student and *optional* courses (3 courses/3 credits/semester) that can be chosen from the modules and that <u>are in harmony with their research topic</u>. Setting up the doctoral student's individual programme is the <u>common responsibility</u> of the student and the supervisor. In the first four semesters 96 credits must be obtained. Credits can be gained for courses and research work.

At the *end of the 4th semester* the doctoral student takes a **complex exam** that must be successfully completed if the student would continue his/her studies and research at the Doctoral School. The thesis has to be submitted *within three years* after the successful complex exam.

In the *"research and thesis"* phase (Semesters 5 to 8) the doctoral student works on the research and the thesis. Credits can be gained at the *research seminars* (1 course/semester/6 credits) for the *research reports* (1 course/semester/6 credits) and for *the stage of the thesis* at the end of each academic year.

Students also have to give an oral *presentation* introducing the stage of their thesis at the end of semesters 3-8.

At the *end of each semester* an *Evaluation shee*t must be filled in at the office and signed by the students, their supervisor and the head of the Doctoral School.

Students can take up a course *at any time during the semester* and can participate in any of them, but it's important to apply for it in the Neptun system so that the credits can be registered there.

2. Credits to be obtained by the end of the study programme

Prerequisites of the PhD degree

- obtaining 240 credits
  o first 4 semesters: courses and research: 96 credits
  o second 4 semesters: research: 60 credits and publications: 84 credits;
  o successful complex exam after the 4th semester;
  o all financial expenses covered.

I. Courses:									Credits total
Semesters Courses	**1.**	**2.**	**3.**	**4.**	**5.**	**6.**	**7.**	**8.**	
Common compulsory courses	8 (2x4)	8 (2x4)	4	4					24
Courses from the modules	9 (3x3)	9 (3x3)	9 (3x3)	9 (3x3)					36
Total credits for courses									*60*
II. Research:									
Research seminar			12	12	12	12	12	12	72
End-year research reports		6		6		6		6	24
Total credits for research									96
III. Publications:									min. 84
Q1, Q2 journal article or book chapter written in English									16
Q1, Q2 journal article or book chapter written in L1									14
Q3, Q4 or international peer reviewed journal article or book chapter published in English									12
Q3, Q4 or international peer reviewed journal article or book chapter published in English									10
Conference paper in international conferences in English									8
Conference paper in international conferences in L1									6
Conference paper in national conferences in English									4
Conference paper in national conferences in L1									2
Poster presentation in international conferences in English									6
Poster presentation in national conferences in L1									4
Teaching									4

Compulsory and optional courses

In the "training and research" phase (semester 1-4), we announce common compulsory courses for doctoral students (4 kr./course), and in addition to these, all doctoral students have the opportunity to take those from the offered subjects (3 courses/3 kr. per semester), which are most relevant to their research topic. The selection and inclusion of subjects is the joint decision of the doctoral student and the supervisor. 96 credits must be completed in the first four semesters by accomplishing the educational and research courses.

In our doctoral program, the number of hours for both compulsory and elective courses is 10 hours/semester, which are held in blocks on one or two teaching days. Due to the daytime nature of the training, the training days are scheduled for weekdays.

At the end of the 4th semester, the doctoral student takes a complex exam (details in the document General principles and rules of the complex exam). The dissertation must be submitted within 3 years of the complex exam.

In the "research and dissertation" phase (semester 5-8), the doctoral student works vigorously on his research and dissertation. Credits can be earned for research seminars (12 credits per semester) and for end-of-year research reports (6 credits per year).

The training is module-based, each module has one or two module leaders who are responsible for ensuring that the doctoral student has the right number of subjects with a credit value within the module.

The training is conducted in English, the instructors responsible for the subject are internationally recognized and distinguished researchers of the profession.

Module	Leader
Research methodology of multilingualism	Csernicskó István, DSc, PhD, habil
Neurolinguistics of multilingualism	Csépe Valéria, DSc, PhD, habil
Multilingual development	Anat Stavans, PhD, habil
Multilingual approaches to language teaching	Ulrike Jessner-Schmid, PhD, habil
Multilingual processing	Navracsics Judit, DSc, PhD, habil
Multilingualism in the society	Ulrike Jessner-Schmid, PhD, habil

Common courses for all doctoral students (4 credits/course)

- **Neurolinguistics of Multilingualism** (Valéria Csépe). The aim of the course is to provide a comprehensive picture of the representation of languages in the human brain. Based on an introduction to the methods of neuroscience, the results of studies that revealed the neural processes of language(s) acquisition, maintenance, and forgetting, as well as the interactions of languages spoken by bilingual and multilingual people, are presented. An important part of the course is the introduction to the theories and experimental methods of this research area. Learning about neuroscientific models based on the results of multilingualism contributes to the understanding of the neural mechanisms of multilingualism.

- **Multilingual development** (Anat Stavans). The module deals with aspects of the development of newly learned languages. From the classical research tradition of second language acquisition through bilingual (simultaneous and consecutive) acquisition to simultaneous and consecutive multilingual language development. It details theoretical questions such as multilingualism and age, emotional attitude and motivation in multilingual language acquisition, and the concept of multicompetence.

- **Multilingualism in the society – minority issues** (Ulrike Jessner-Schmid). The module deals with topics such as modern and historical multilingualism, the role of the English language in Europe and the world, sociolinguistic factors of multilingualism research, minority language use issues, the question of identity, socio- and psycholinguistic connections in multilingualism (e.g. language loss).

- **Multilingual approaches to language teaching** (Ulrike Jessner-Schmid). The module is based on a use-based linguistics approach to language teaching and learning based on the dynamic systems theory. It sheds light on what factors can play a role in successful language learning and teaching.

- **Multilingual processing** (Judit Navracsics). The module introduces students to how multiple languages are processed simultaneously: how we understand speech, how we create it, and how multilingual processing differs from monolingual processing. We deal with how the speaker selects between his languages and how the switch between languages takes place.

- **Research methodology** (Szilvia Bátyi). The module provides an overview of the research methodology of multilingualism and second/multiple language acquisition. We present the process of empirical research through articles presenting original research written by researchers conducting experimental research. We present the practical experiences in parallel seminars, during which the students acquire the possible methods, tools, data collection possibilities and the processing: e.g. with computer programs (e.g. E-Prime), speech analysis (e.g. PRAAT), data manipulation (e.g. MS Excel), language distance calculation (e.g. GABMAP) and statistical analysis (e.g. SPSS, R) suitable for constructing an experiment. We introduce the essence of preparing a research report through good and bad practical examples.

The compulsory courses are the basis for preparing for the complex exam. Knowledge of a student who has completed the courses:

• knows the neuro- and psycholinguistics of multilingualism, the possibilities and process of becoming multilingual, the cognitive effect, the simultaneous processing of several languages, the social and school aspects of multilingualism, research methods of multilingualism.

• is able to express his/her own opinion, to form his/her own view, to provide help and advice on the basic issues of multilingualism, and to perform statistical analyses.

• has a positive attitude in problem-solving, looks for solutions, facilitates the solution of linguistic and communication problems of multilinguals living in a monolingual environment at the individual, social and instructed level.

The subject Research Seminar (12 credits) is held by the supervisor, and includes all activities and consultations that the doctoral student and the supervisor dedicate to research and writing the dissertation, as well as preparing publications and conference presentations. We have published a suggested course of progress for the students on the website, which also helps the supervisor in assessing whether the student deserves the 12 credits.

The doctoral students completing the research seminar:

• know the most important and latest domestic and international literature related to their research topic, the basic principles of ethical research;

• capable of independent research, critical reading of the literature, and the formation of one's own point of view; for persuasive reasoning in favor of one's own point of view;

• their attitude towards research is positive, they act ethically both in research and in the writing of their publications.

In the End-of-year research reports, the doctoral students use a pre-prepared ppt to present the literature knowledge necessary for their research, which they acquired in the given year. They present the results and show their state of progress. They report on their conference appearances and publications in the given year. The 6 credits are awarded to the doctoral student who explains these 3 topics in the end-of-year report.

Elective courses

Individual multilingualism

• The multilingual brain – A többnyelvű agy (Sáry Gyula, Szegedi Tudományegyetem, Pannon Egyetem)

• Infant bi- and multilingualism – Gyermekkori két- és többnyelvűség (Navracsics Judit, Pannon Egyetem)

- Bilingual speech production – Kétnyelvű beszédprodukció (Navracsics Judit, Pannon Egyetem)

- The bilingual mental lexicon – A kétnyelvű mentális lexikon (Navracsics Judit, Pannon Egyetem)

- Code-switching – Kódváltás (Margaret Deuchar, Pannon Egyetem, University of Cambridge)

- Brand names in the mind (Kovács László, Pannon Egyetem)

- Narrative development (Anat Stavans, Pannon Egyetem, Beit Berl College)

- Language attrition – Nyelvromlás (Bátyi Szilvia, Pannon Egyetem)

- Linguistic statistics – Nyelvészeti statisztika (Bátyi Szilvia Pannon Egyetem)

- Neuroimaging procedures – Képalkotó eljárások (Sáry Gyula, Szegedi Tudományegyetem és Pannon Egyetem)

- Quantitative and qualitative methods – Kvalitatív és kvantitatív kutatási módszerek (Bátyi Szilvia, Pannon Egyetem)

- Academic writing (Marjolijn Verspoor, Pannon Egyetem)

- Psycholinguistic approaches to Second Language Acquisition (Kovács Gábor, NKE)

- Bilingual written word recognition – Kétnyelv írott nyelvi szófelismerés (Navracsics Judit)

- The neurocognitive background of language – A nyelv neurokognitív háttere (Varga Vera)

Social multilingualism

- Language maintenance – Nyelvmegtartás (Ulrike Jessner-Schmid, Pannon Egyetem)

- Language variation and change – Nyelvi változatosságok és nyelvi változás (Csernicskó István, Pannon Egyetem)

- Intercultural communication – Interkulturális kommunikáció (Hortobágyi Ildikó, Pannon Egyetem)

- Multilingualism with English – Az angol nyelv a többnyelvűségben (Ulrike Jessner-Schmid, Pannon Egyetem)

- Contact linguistics – Kontaktnyelvészet (Forintos Éva, Pannon Egyetem)

- Multilingualism and business communication – Többnyelvűség és üzleti kommunikáció (Kovács László, Pannon Egyetem)

- Intra-language variability (Parapatics Andrea, Pannon Egyetem)

- Sociodialectology – Szociodialektológia (Parapatics Andrea, Pannon Egyetem)

- Minority languages – Kisebbségi nyelvek (Csernicskó István, Pannon Egyetem)

- Dialectal differences – the Case of English (Szentgyörgyi Szilárd, Pannon Egyetem)

- Language and indentity – Nyelv és identitás (Navracsics Judit, Pannon Egyetem)

- Linguistic landscape – Nyelvi tájkép (Bátyi Szilvia, Pannon Egyetem)

- Qualitative and quantitative research methods – Kvalitatív és kvantitatív kutatási módszerek (Bátyi Szilvia, Pannon Egyetem)

- Linguistic statistics – Nyelvészeti statisztika (Bátyi Szilvia, Pannon Egyetem)

Instructed multilingualism

- Instructed foreign language teaching – Instrukcionált idegennyelv- oktatás (Marjolijn Verspoor, Pannon Egyetem)

- Variations in multilingual development – A többnyelvű fejlődés változatosságai (Marjolijn Verspoor, Pannon Egyetem)

- The dynamics and complexity in the development of multilingual learning – A többnyelvű tanulás dinamikája és komplexitása a fejlődés során (Ulrike Jessner-Schmid, Pannon Egyetem)

- Dynamic usage-based approach to foreign language teaching – A dinamikus használatalapú módszer az idegennyelv-oktatásban (Marjolijn Verspoor, Pannon Egyetem)

- Language testing, language assessment – Nyelvi tesztelés, nyelvtudásszint-mérés (Fábián Gyöngyi, Pannon Egyetem)

- Intercultural communication – Interkulturális kommunikáció (Hortobágyi Ildikó, Pannon Egyetem)

- Multilingualism with English – Az angol nyelv a többnyelvűségben (Ulrike Jessner-Schmid, Pannon Egyetem)

- Language teacher cognition (Fábián Gyöngyi, Pannon Egyetem)

- Qualitative and quantitative research methods – Kvalitatív és kvantitatív kutatási módszerek (Bátyi Szilvia, Pannon Egyetem)

- Language teacher cognition – A nyelvtanár kognitív jellemzői (Fábián Gyöngyi, Pannon Egyetem)

The optional courses deepen the knowledge with materials and topics developed in more detail according to the orientation of the students, matching the topic of the dissertation. From among the mandatory literature for the optional courses, we select the literature that is in harmony with the training sub-programs, and

which provides students with preparation for the secondary subject of the complex exam. The students of all three subprograms are required to read the same amount of literature (approx. 7-900 pages). The final reading lists are created by the instructors of the MDS, and the secretary of the doctoral school sends them to the students who are required to take the complex exam at the beginning of the current semester who are required to take the complex exam.

The students:

• know the most important topics of individual, social and school multilingualism, the relevant research, views and models.

• they are able to independently process and analyze the views and trends related to their own research, and think critically.

• in their attitude, they support multilingualism, make it accepted, and influence non-accepting views.

3. The minimum publication requirements for the applicants by the time of dissertation submission

• 1 article or book chapter in a foreign language as a first author in a peer-reviewed international journal or edited book (letter of acceptance is OK)
• 3 articles or book chapters in Hungarian or in English in a peer-reviewed journal (or acceptance)
• 3 national or international scientific conference papers

4. Teaching opportunities

Educational activities can be carried out by students whose supervisor recommends them. The educational activity may include the teaching of sub-topics of BA or MA courses. Students with outstanding language skills and very good pronunciation can teach English language and style practice, written and oral communication, and classes during an entire semester. In all cases, the classes held must be registered in Neptun.